

## Causes for the Renaissance

- **Capture of Constantinople**
  - Constantinople was capital of Roman Empire and Centre for Greek and Roman cultures.
  - Fell into the hands of Turks in 1453.
  - Many Greek and Roman scholars fled to Rome and other parts of Europe
  - They spread their ideas wherever they went and revived the interest of people in Greek Philosophy
  - This paved way for the Renaissance.
- **Decline of Feudalism**
  - Feudalism = society was organized on the basis of land tenure
  - All the people were bound together by obligation and defense.
  - The King gave estates to his lords (Dukes and Earls) and in return, the lords owed allegiance to the king.
  - The lords distributed a part of their land amongst the lesser lords (Barons). The Barons provided the lords with military service.
  - Lords gave the land for cultivation to the peasants.
  - Society had graded organization. There was hardly any chance for social mobility and progress.
  - Decline of Feudalism in the 13<sup>th</sup> and 14<sup>th</sup> centuries provided impetus to free thinking.
  - The peace and freedom paved way for the growth of new learning.
  - Led to new developments in art, literature, philosophy and science which paved way for the growth of Renaissance.
- **New Trade Routes**
  - Prince Henry – Navigator of Portugal, discovered a sea route to Africa
  - Bartholomew Diaz – reached the Cape of Good Hope, southernmost point of Africa.
  - Vasco da Gama – sailed as far as India – 1498
  - Ferdinand Magellan – made a voyage around the world and encountered a vast ocean which he named Pacific Ocean.
  - Contact between east and west developed.
  - Fusion of ideas.
  - New trade routes created a spirit of adventure and broadened the mental horizon.
- **Spirit of Enquiry**
  - In the Medieval Age all the actions were controlled by the Pope and Church.
  - The human mind was not allowed to develop independent thinking.
  - A number of Scholars discarded these ideas and developed a spirit of enquiry and sense of curiosity amongst the people.
  - They taught humans the How and Why of things and questioned the authorities of the church.
  - They wanted a transition from faith to reason, observation and experimentation
- **Role of Original Thinkers**
  - During the Medieval Age, the Church discouraged original thinking and called upon scholars to put faith in the Church dogmas.
  - However original thinkers could not be suppressed and certain thinkers like Roger Bacon, Abelard, and Thomas Aquinas revolutionized the thought process.
- **Crusades**
  - Crusades were the religious wars fought with the goal of restoring the church's access to Jerusalem.
  - This brought the people of Europe into direct contact with the people of Asia.
  - This widened their outlook, destroyed dogmatic attitude and people began to rely on reason.
- **Development of Science**

# 13 Renaissance Mok Notes

**SJ Ball**



### 13 Renaissance Mok Notes:

**Catalog of Sound Recordings** Sibley Music Library, 1977      **East European Accessions Index** ,1960  
Proceedings of the British Academy, Volume 131, 2004 Lectures P. J. Marshall, Professor P.J. Marshall, CBE, FBA, 2005-12-22 The topical issues debated in this volume include the patenting of AIDS drugs the future pensions crisis Britain s universities and Pan Islam There are studies of Shakespeare Pope Montaigne Robert Graves and William Faulkner And there are lectures on the Inquisition empires in history and the journey towards spiritual fulfilment      **East European Accessions Index** ,1956      **News Notes of California Libraries** California State Library, 1961 Vols for 1971 include annual reports and statistical summaries      Comparative Education Robert F. Arnove, Carlos Alberto Torres, Stephen Franz, 2013 Now in its fourth edition Comparative Education The Dialectic of the Global and the Local remains the same groundbreaking book when it first debuted its collection of outstanding scholars in examining the changing transnational landscape of education With the addition of new coeditor Stephen Franz the book provides new perspectives on the dynamic interplay of global national and local forces as they shape the functions and outcomes of education systems The book calls for a rethinking of the nation state as the basic unit for analyzing school society relations and emphasizes the need to study social movements in relation to educational reforms It also emphasizes the value of feminist postcolonial and culturally sensitive perspectives for inquiry into the potential of education systems to contribute to individual development and social change This new edition incorporates recent developments in scholarship especially in education policy and practice the impact of the global economic crisis and a new chapter on education in the European Union      **Keepers of the Record** Deidre Simmons, 2007-11-15 No detailed description available for **Keepers of the Record**      **East European Accessions List** Library of Congress, Library of Congress. Processing Dept, 1958      **Space Between Words** Paul Saenger, 1997 Silent reading is now universally accepted as normal indeed reading aloud to oneself may be interpreted as showing a lack of ability or understanding Yet reading aloud was usual indeed unavoidable throughout antiquity and most of the middle ages Saenger investigates the origins of the gradual separation of words within a continuous written text and the consequent development of silent reading He then explores the spread of these practices throughout western Europe and the eventual domination of silent reading in the late medieval period A detailed work with substantial notes and appendices for reference      **A Catalog of Books Represented by Library of Congress Printed Cards Issued to July 31, 1942** ,1942      *Dictionary Catalog of the Research Libraries of the New York Public Library, 1911-1971* New York Public Library. Research Libraries, 1979  
*Asian Development* William E. James, Seiji Naya, Gerald M. Meier, 1989 While the world s attention has been focused on the spectacular economic success of Japan and Korea the less developed countries of Asia have often been neglected *Asian Development* closes the gap In nontechnical style and with minimal mathematics it presents an in depth perspective on the economic development of fourteen countries in East Southeast and South Asia *Asian Development* is mainly a story of

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